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ABSTRACT

The similarities and differences between underlying principles and methods of total quality management (TQM) and adult education (AE) were identified in a literature review, and the feasibility of integrating the TQM principles into AE was examined in a case study in which TQM and AE principles were integrated in 10 community college business courses during a 10-week period. The following values shared by TQM and AE were identified during the literature review and used as the guiding values of the courses developed: personal mastery, shared vision, dialogue, empowerment, continuous improvement, integrity, mental models, defect prevention, team learning, and systems thinking. Participants in the AE classes worked collaboratively in teams to create a shared vision of what would be learned during the course and develop learning contracts reflecting that vision. It was concluded that pairing TQM and AE principles empowers learners, facilitates change, aids problem solving, and values continuous improvement and growth. (Contains 28 references. Appended are the following: points made by quality gurus; comparison of TQM and AE principles; TQM systems education mission statement; list of values for teaching and learning; and sample course outline, schedule, exercise, and handout.) (MN)

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ED 379 415

Total Quality and Adult Education: A Natural Partnership in the Classroom

A Rountable Session presented by

Laura L. Bierema

at the

American Association for Adult and Continuing Education

1994 Annual Adult Education Conference

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The quality revolution is embedded in business and industry in the United States as it aspires to obliterate decades of economic decline. Business and industry have embraced the total quality management (TQM) movement to rise out of crisis brought on by poor management, short sightedness, and mediocre quality. TQM has been Corporate America's answer to dissatisfied customers, eroding market share, inferior products, and inefficiency. This obsessive focus on quality has extended to suppliers of organizations submerged in the TQM movement, including education. Capper and Jamison (1993) note that United States industry has demanded that public education provide a more competent workforce as the competitive tension heightens. TQM is touted as education's answer to reform by business. This suggestion has been met with both enthusiasm (Cornesky, 1993; Hubbard, 1993; Lewis and Smith, 1994) and skepticism (Capper and Jamsion, 1993) among educators.

Lewis and Smith (1994, p. ix) ask: "*Why quality in higher education?*" To which they reply: "*Because it is right.*" Lewis and Smith take this stand arguing that a quality orientation emphasizes principles long valued in academia, such as knowledge, education, experimentation, continual improvement, management by fact, and ongoing development. Cornesky vows that: "TQM is a procedure in which every one strives to continuously improve the path leading to success. TQM is not a rigid set of rules and regulations, but processes and procedures for improving performance" (1993, p. vii).

While it is as unrealistic to suggest importing business TQM into education as it is to attempt applying Japanese management culture into U. S. business, TQM offers a framework that is innovative and useful in the classroom. Upon first glance, educators

may be turned-off at TQM's focus on customer satisfaction, statistics, and defect elimination. Yet, on second glimpse, TQM philosophy looks very similar to that of adult education. When the two are paired in the classroom, they create a powerful combination.

The purpose of this paper is to compare TQM and adult education philosophies. The paper highlights a case study where the principles of TQM and adult education were merged into the business curriculum at a community college in the Midwest. The case study offers suggestions for blending TQM into curriculum and shares the challenges it presents.

Review of the Literature: Comparing Total Quality and Adult Education Philosophy

Total quality management integrates all functions and processes within an organization with the goal of achieving customer satisfaction. It requires thinking about quality throughout the process, from start-to-finish (Omachonu and Ross, 1994) not just at the quality control inspection point. TQM is grounded in the principles of Deming, Juran, and Crosby, who value quality as an obsessive goal, attained through customer service and satisfaction, defect elimination, and cycle time reduction (see Appendix A for an overview of these philosophies). TQM uses analytical tools and statistics to measure quality. These include pareto analysis, histograms, Ishakawa (fishbone) diagrams, run and control charts, decision matrices, and problem solving and decision making models, among others. TQM's goal is to eliminate variation in processes using factual data. Based on the Japanese principle of "Kaizen," or continuous improvement, TQM "is the single most important concept in Japanese management" (Imai, 1986, p. xxix). It means improvement--ongoing improvement--for everyone and everything.

Adult education, like quality, has multiple definitions (Courtney, 1990). Beder, 1989) offers that the basic purposes of adult education fall into four categories: "(1) to facilitate change in a dynamic society, (2) to support and maintain the good social order, (3) to promote productivity, and (4) to enhance personal growth" (p. 39). Adult education has also been defined as the process of development and growth, or in other words, "[The] progressive movement towards the solution of problems and the development of abilities to encounter similar future problems with greater competencies" (Boyd, Apps, and Associates, 1980, pp. 10-11). Darkenwald and Merriam (1982, p. 9), define adult education as "a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values or skills." Although learning is defined in many ways, Merriam & Caffarella observe that most definitions involve behavioral change and experience.

The similarities between TQM and adult education lie in that both are oriented toward creating change that results in an improved system. Both are customer-oriented. TQM identifies the customer as the purchaser of the product, while adult education recognizes the customer as the student. TQM and adult education are change oriented on both individual and societal levels. Each emphasizes learning based on the belief that change cannot occur without it. Additionally, adult education and TQM are focused on problem solving with the goal of making meaningful change both individually and collectively. Finally, TQM's value of kaizen, or continuous improvement is analogous to

adult education's emphasis on growth and lifelong learning (See Appendix B for a comparison of TQM and adult education principles).

TQM and adult education's similarities do not stop with definitions. They also share common challenges. Just as managers struggle to share power and decision making with employees, so too, instructors grapple with empowering learners. Merriam and Caffarella note that, "Recently there has been a call for the merging of these extremes of instructor-directed versus learner-directed instruction in formal settings to account for the specific learning situation and the learner's characteristics" (1991, p. 26). Adult education has long espoused the value and importance of empowering the learner. TQM offers a similar format in the workplace. Viewing the student at an equal or partner in learning further embraces adult education and TQM values. Cornesky, in his book *The Quality Professor,* suggests the student's relationship to instructors is that of "customer to vendor, worker to manager, and product to artisan, simultaneously" (1993, p. v). Lane (1993) notes that "TQM is rooted in the teaching/learning philosophy" (p. 48). According to Steele (1989), "Adult education is a leader among other social fields in the use of a consumer perspective" (p. 261).

TQM focuses on defining customers and understanding their unique needs. Adult educators seek to understand their students needs, who could also be defined as customers. Traditional teacher-centered instructors concentrate on tasks and content, rarely taking time to build networks among students. Student-centered instructors, on the other hand, build relationships and teams in the TQM and adult education tradition. They

set goals as they facilitate teamwork among the students. They abhor performance objectives (Cornesky, 1993),

Both TQM and adult education philosophies are systemic in that they seek to understand change processes with a goal of improving the whole. Ross (1993) observes that in TQM, "The *driver* of the entire system is the customer" (p. 212). He sees the input as being leadership and the output customer satisfaction. Deming's systemic approach to quality improvement is exemplified in his Plan-Do-Check-Act Cycle (PDCA Cycle) (Walton, 1990). The steps involve planning a change, doing, it, checking the results, and depending on them, standardizing the change or beginning the PDCA cycle with the information gained. Adult education also embraces a systemic approach (Argyris, 1993; Jarvis, 1992; Knowles, 1990; Senge, 1990). One example comparable to the PDCA Cycle is Knowles' use of learning contracts (1990). The steps of creating a learning contract include the following points: (1) diagnose your learning needs; (2) specify your learning objectives; (3) specify learning resources and strategies; (4) specify evidence of accomplishment; (5) specify how the evidence will be validated; (6) review your contract with consultants; (7) carry out the contract; and (8) evaluate your learning.

TQM and adult education's focus on "kaizen" or continuous improvement and learning are exemplified by Bowles and Hammond (1991) and Chobot (1989). Bowles and Hammond (1991) present "Ten Commandments of Continuous Improvement" based on their study of 50 companies engaged in quality processes. They include: 1) Put the customer first, 2) Innovate constantly, 3) Design quality into products and services,

4) Improve everything continually, 5) Create and support a safe and open work environment, 6) Do not shoot the messenger, 7) Stop imitating the Japanese, 8) Use time wisely, 9) Do not sacrifice long term improvements for the short term, and 10) Quality is not enough (p. 193). These principles are similar to lifelong learning in adult education which is defined as, "The process of learning that continues throughout one's lifetime based on individual needs, circumstances, interests, and learning skills" (Chobot, 1989, p. 377).

Both adult education and TQM recognize the initiative within people in that each has a framework for self-directed learning and working. Self-directed learning is "a form of study in which learners have the *primary* responsibility for planning, carrying out, and evaluating their own learning experiences" (Merriam & Caffarella, 1991. p. 41). Merriam and Caffarella (1991) note that participation in self-directed learning is significant across the population. Self-directed work teams are defined as, "members are empowered to exercise control over their jobs and optimize efficiency and effectiveness in the total process rather than the individual steps within it" (Omachonu and Ross, 1994, p. 174).

Prevention versus the detection of defects is a core quality principle. It is also similar to adult education's de-emphasis of traditional modes of assessment such as the proverbial multiple choice testing instrument. The goal of prevention is to stop defective learning or quality before the final product is finished.

Hubbard notes that:

> One of the most challenging and potent lessons that educators can learn from the factories is that assessment efforts, if they are to be efficacious in improving

> quality, must focus on prevention and improvement, not ranking and sorting. (1993, p. 81)

Spanbauer (1993) also supports this stance. Deming was an ardent supporter of eliminating performance appraisal and other assessment tools that fostered fragmented thinking and acting, and competition among individuals at the expense of the larger systems. He stated:

> It is a mistake to suppose that if you can not measure the results of an activity, you can not manage it. The fact is that the most important losses and gains can not be measured, yet for survival they must be managed. Examples of gains and loses are grades in school. . . annual appraisal of people on the job, even of teachers; ranking with reward and punishment; incentive pay; monetary reward for suggestions. . . (Walton, 1990, pp. 9-10)

By allowing both workers and students to be involved in how they will be assessed, and working to prevent defects, this value is accomplished in both TQM and adult education.

Orientation towards continuous growth, systemic thinking, and customer/student satisfaction are critical to both TQM and adult education, but not enough. The crux of effectiveness relies on the strength of relationships. Crosby emphasizes that relationships and quality are two keys of successful leadership (Bowles & Hammond, 1991). Daloz (1986) observes that, "Development means successively asking broader and deeper questions of the relationship between oneself and the world" (p. 236). He also stresses that trust is a key element necessary to building relationships and helping people learn and grow. He suggests that we must listen to students stories, view ourselves as guides of

their learning journey, plan meetings and classes to promote development, bring others who are empathetic to our concerns, and recognize that our growth depends on students (1986, pp. 214-242). Spanbauer notes that "For education to be effective, every educational experience should shift the focus from less to more interaction between instructors and learners, with learners at the center of interaction" (1993, p. 398). Further, he suggests that teachers must shift from their traditional role of disseminators of information to facilitators of learning.

Relationships, while critical, often pose power issues. In TQM, managers struggle with the conflict between being a "boss" versus coach. Educators toil with the role contradiction between being a disseminator versus facilitator of learning. The philosophies of TQM and adult education offer strategies for bosses to become coaches and for teachers to become facilitators.

The belief in transformative experiences characterizes both TQM and adult education. Deming believed that "transformation" was required from a managerial and behavioral perspective for true quality to prevail (Dobyns & Crawford-Mason, 1991. In his words, "The change required is transformation, change of state, metamorphosis, in industry, education and government" (Walton, 1990, p. 10). Transformative learning has been widely discussed in adult education from understanding growth (Daloz, 1986), to learning based on a change in consciousness characterized by emancipatory learning leading to perspective transformation (Mezirow, 1990).

This brief overview of TQM and adult education philosophy shows that the two orientations share very similar values in the areas of serving the customer or student,

empowering the worker or learner, thinking systematically, cultivating trusting relationships, valuing self-direction, emphasizing prevention over detection, and transforming individuals, organizations and society through learning. The next section shares a case study of merging the principles of TQM and adult education in the classroom.

Case Study

Integrating TQM and adult education principles has been a learning adventure for me. My story shares strategies, challenges and students' reactions to the merging of adult education and TQM into business courses at a community college.

I became interested in the similarities between TQM and adult education while working in a *Fortune* 500 corporation in quality management, and as a student of adult education. Prior to leaving the corporate environment for a community college I worked as a TQM executive and was intensely involved in human resources development.

Quality values innovation and continuous improvement. With those philosophies deeply embedded in my personal and professional principles, I embarked on the community college with the objective of helping students function effectively in the business world. The curricula were designed to embrace values of TQM and adult education.

The principles have been applied in ten courses during an eighteen month period. Quotations appearing from students were collected from feedback at the end of each class as well as through the formal college instructor evaluation system. The strategies are based on personal experience and evaluation, as well as input from students. Strategies

include: teaching philosophy and values, creating personal and shared vision for learning, cultivating customer/student satisfaction, applying participative management techniques in the classroom, fostering critical reflection, preventing versus detecting defects in learning, emphasizing teamwork, establishing ground rules, applying kaizen (continuous improvement) principles, and addressing challenges of using TQM/adult education principles in the classroom.

Teaching Philosophy and Values.

Course values were determined by overlaying TQM and adult education goals. I attempted the painstaking effort of writing a teaching vision and values statement similar to mission statements that are written in quality initiatives. The statements in their current form are in Appendices C and D. In the spirit of continuous improvement, the statements are improved each semester. Both are shared with students at the first class meeting. After learning the philosophy, students are given time in small teams to react and respond to the course philosophy. One student shares his feelings about the approach, "I just wanted to let you know that class was great and fun. You have given me back the desire to learn again because you make it fun. Thanks."

Personal and Shared Vision for Quality/Learning

My overarching philosophy involves designing coursework and class format to clarify and deepen personal growth and vision of the student. The class works collaboratively to create a shared vision for what will be learned during the course. This is accomplished by having both individuals and teams design team learning projects or create learning contracts (See Appendix E for an example of a course syllabus).

Based on giving control to the learner, the course is designed to give students maximum flexibility in determining their learning objectives and plans. Generally, students design both individual and team learning plans. The individual is solely responsible for all aspects of his/her learning plan. On the other hand, the team project is a joint learning venture. Teams must define a project and present it to the entire class for approval before beginning. The only requirement is that teams hand in a tangible project, and that they share their learning with the rest of the class. All other aspects of the projects are dictated by the students. All projects are approved by class consensus. The TQM tool of consensus decision making is taught at this point. A student shares her reaction," I surprisingly found myself enjoying this class. It took me a while to warm up an get the courage to participate. Your style of teaching was entirely new to me and it took me a little time to adjust. Thanks."

Customer Satisfaction/Student Satisfaction

Because continuous improvement and growth is important in both TQM and adult education, students are given the opportunity to provide feedback to me after every class, to which I respond, directly. Students are expected to think critically about the class and provide open and honest feedback. The feedback is facilitated through a folder process in which students have a folder that they get from me during class to receive assignments and share feedback. At the end of class, the folder is returned to me for a response. Students are encouraged to demand satisfaction in the educational process. One student reacts:

"Through a casual class setting, she invites and loves to hear feedback or comments anytime. The student does not feel afraid to speak. Through group (in class) activities info is retained longer."

Participative Management/Empowered Teaching

The class is designed to be interactive, experiential and participative. Very little reliance is placed on lecture. Students are given the full authority to make decisions affecting every aspect of the course. All decisions are required to fit within the vision of the course and must be made by consensus of the class. Each class has an agenda (see Appendix F) that spells out the P. O. P. (Purpose, Outcomes and Plan). For each outcome a goal and activity is specified. Use of such agendas models how to facilitate effective meetings and use TQM tools beyond the classroom.

Critical Reflection

An atmosphere of trust is cultivated where the students feel comfortable sharing world views and challenging each other. Students learn the technique of dialogue. They also write reflection papers. These papers are written on a topic of the student's choosing. In it s/he develops and idea or opinion. The goal is to help the student discover and value her/his voice and develop critical thinking skills. A student shares:

> I am reflecting on the class that you just facilitated. I say facilitated because you taught in a format that I feel all adult students and younger students alike will respond to favorably. You style and flair as an instructor are impeccable. You make learning fun. Many colleges keep learning in the age old boring format, which quite frankly puts most people to sleep.

Detection versus Prevention

Many quality and teaching endeavors focus on defect detection instead of prevention. In a manufacturing environment defect detection occurs when an employee watches the assemblyline to see if any poor quality parts were created. This is a very inexact method, as often defective parts reach the customer. I equate the education defect detection method with the use of multiple choice testing, or any assessment method that requires the regurgitation of data. All we can learn from the results of traditional tests is what defects exist in the student's education. By forgoing traditional tests, and using assessment periods to prevent future error, the results are phenomenal! One student shares a perspective, "I like the idea of teamwork--it's easier to learn by doing, rather than being tested on the book." This is the most difficult area to depart from tradition. Rather than having "tests" the classes have "learning events" with the goal of having students showcase their learning and knowledge. They are open-book and team based (see Appendix G for an example).

Teamwork

Teamwork is a cornerstone of TQM. A team emphasis in each class also capitalizes on the adult education value that each student brings a wealth of experiences and ideas to the classroom that everyone can learn from. To this end, each class is designed to allow small teams to work on exercises and to reflect on what was covered in class.

Team work is required. Businesses demand it, and it also provides students with the benefit of learning from one another. This also lessens the dynamic in which students

expect the "teacher" to do all the teaching, and students to do all the learning. Team work gets mixed reviews from students. One shares, "The class is based on group work. I would like to achieve a personal grade, not a group grade. My own personal progress is most important to me."

To further model the team process, I have team taught courses with colleagues. Through teaming we model the power of working collectively and its benefits for learning and creating quality.

Ground Rules

Establishing ground rules, or guidelines for treating team members with respect and dignity, is also a core TQM process. Ground rules provide interventions for all people involved in the learning to share in the facilitation of it. A model of ground rules is explained and shared with students at the first class meeting. Then the class establishes its own set, by consensus. Typically ground rules include: respecting people and ideas, supporting each other, creating an environment where people can risk, learn, and grow (see Appendix H for an example).

Kaizen (continuous improvement)/Lifelong Learning

Because continuous improvement and growth is important in both TQM and adult education, students are given the opportunity to rewrite all written assignments as many times as they like, up to full credit. To facilitate this process I commit to providing next class feedback on all materials turned into me. The following feedback was from a student in an introductory business course about his reaction to the class and feelings about continuous improvement opportunities:

I wanted to tell you what an incredible teacher I think you are. I've never had a teacher who does as much as you. I mean the agendas you make up for each class meeting, all the exercises you have us do in each class, to teach us some of the different business concepts, (I don't believe there are too many teachers who would take the time to put a concept into actual practice to comprehend it better, and it is easier to understand) and just your overall teaching approach. I think a slot of teachers would take the easier way out and just have the student learn concepts from the book instead of putting them into an actual situation. . . . It takes more effort from the teaching standpoint to do it this way, but your students can see you really care about them understanding the material and you gain their total respect. . . . Best of all though, is that you make me really want to do my best. A great example is when I wrote my first reflection paper and I got a 4/5 grade on it. Before this class I would have been very satisfied with that grade. After all, that's a pretty good grade. But because of you, that grade did not satisfy me. I wanted to get a better grade so I re-wrote my paper and did improve my grade. I wanted to get a better grade for myself, but I also wanted to get a better grade for you. I wanted to make you proud of me. You make me want to do the best I can do, and that is something very special, thank you.

Challenges

Teaching from this perspective is challenging. Because few models exist using the TQM and adult education framework, much of the teaching is by trial and error. It is an adventure my students are helping with. One of my initial and continuing dilemmas is

establishing course vision. Each course has a statement of course mission and values (see Appendix C). The issue is, if the goal is to empower the learner and put the students in charge of the learning process, who sets the vision? After much turmoil I decided to set the overall vision such as "learning about business" and empower the students to determine how to achieve it. After all, our goal was to learn business not physics, and a student's desire to do so would be more appropriately pursued in a physics course.

Another nagging issue is assessing learning and assigning grades. These activities contradict quality and adult education values, yet, they are a necessary evil required by the institution. A standard grading scale is used, but the student is in charge of the learning.

Merging TQM and adult education philosophies in the classroom elicits a variety of reactions from colleagues. I have experienced reactions ranging from enthusiasm to skepticism to disdain regarding these teaching approaches. Using these principles requires the confidence to buck tradition and approach teaching in a new way. Whenever you do this, risk is involved.

Conclusions

Merging TQM and adult education creates a powerful partnership in the classroom. TQM brings practical tools to the philosophical framework of adult education that simplify empowering the learner, facilitating change, aiding problem solving, and valuing continuous improvement and growth. Pairing these two philosophies offers a potent defense in a competitive marketplace while simultaneously enhancing learning and teaching.

Appendices

Appendix A: Quality Gurus' Points

Deming's 14 Points

1. Create constancy of purpose
2. Adopt the new philosophy of quality
3. Cease dependence on mass inspection
4. End practice of choosing suppliers based on cost
5. Identify problems and work continuously to improve system
6. Adopt modern training and development methods on the job
7. Change focus from quantity to quality
8. Drive out fear
9. Break down barriers between department
10. Stop requesting increased productivity without providing methods to achieve it.
11. Eliminate standards and quotas
12. Remove barriers to pride of workship
13. Vigorously educate and retrain
14. Create enabling management

Juran

1. Build awareness op opportunities to improve
2. Set goals for improvement
3. Organize to reach goals
4. Provide training
5. Carry out projects leading to problem solving
6. Report progress
7. Give recognition
8. Communicate results
9. Keep score
10. Keep momentum strong for continuos quality improvement

Crosby "Quality is free"

1. Management commitment
2. Quality improvement teams
3. Quality measurements
4. Cost of quality
5. Quality awareness
6. Corrective action
7. Zero defects planning
8. Supervisor training and development
9. Zero defects day
10. Goal setting
11. Error cause removal
12. Recognition
13. Quality councils
14. Do it all over again

Appendix B:
A comparison of TQM and Adult Education Principles

TQM Principles	Adult Education Principles
Kaizen: The philosophy of continuous improvement in every facet of life and work	Lifelong Learning
Customer satisfaction	Student satisfaction
Participative management	Empowerment of the learner
Change	Transformation
Inspection of quality is not the answer. Prevention of defects is.	Inspection through testing ineffective. Prevent mistakes of learners.
Break down barriers between manager and employee	Break down barriers between teacher and learner
Enabling management	Enabling learning
Information is key enabler	Knowledge is power
Know thy customer	Know thy student
Systemic	Systemic
Teamwork	Team learning & team teaching
Coach versus Manager	Teacher versus Facilitator of Learning
PDCA (Plan, Do, Check, Act) Cycle	Learning Contracts

Appendix C:
Mission Statement

TOTAL QUALITY SYSTEMS EDUCATION
MISSION STATEMENT

Management 140:
Introduction to Business

Welcome to an Introduction to Business, where we will learn <u>together</u>. As students, you are customers, and as your course facilitator, I am committed to serving you as a coach and partner in learning.

<u>COURSE MISSION</u>

This course will provoke you to consider the business world from a systems perspective, embrace team learning, understand mental models, experience empowerment, enjoy personal mastery, create shared vision, practice defect prevention, engage in meaningful dialogue, and demand integrity and customer satisfaction.

Appendix D

VALUES for TEACHING AND LEARNING

This course is designed to incorporate the values of quality and systems thinking. Quality values continuous improvement in every aspect of individual, team, and organizational being. Quality is not a rigid set of rules and regulations, but rather, processes and procedures for improving performance. Systems thinking focuses on understanding wholes, seeing interrelationships, valuing feedback, and comprehending how our actions shape our reality. Values of both quality and systemic thinking will guide our learning during this course. The values guiding this course include:

PERSONAL MASTERY

Coursework and class format are designed to clarify and deepen your personal vision, stimulate your learning, sharpen critical thinking, and enhance personal and professional growth. You will manage and lead your development in this area.

SHARED VISION

Learning is not an independent process, but rather, and interdependent one. We will learn together. As a component of learning together, we will develop shared vision of what we will learn in this class. Additionally, we will develop a vision for continuing our learning beyond this course.

DIALOGUE

We will learn how to create free flowing meaning and thought without risk or fear of repercussion. We will become aware of the assumptions of ourselves and others.

EMPOWERMENT

Your participation and input are valuable and important. To that end, you have the authority and responsibility to make decisions affecting every aspect of the course. All decisions made must fit within the vision of the course, that is, to provide you with an understanding of human relations in organizations.

CONTINUOUS IMPROVEMENT

Quality values continually improving all processes. I am committed to improving as a teacher/facilitator, as well as to your continuous growth. Because of this, you will have an opportunity to provide feedback after every class, to which I will respond directly. Additionally, you will have the opportunity to rewrite *all* assignments as often as you like (up to full credit). We will also work on sharing feedback among each other.

INTEGRITY

Integrity is important for all of us. The class will establish ground rules by consensus to design a class atmosphere that is comfortable for all. We will look at guidelines for personal, team, and organizational effectiveness (*The Seven Habits of Highly Effective People*, among others) and incorporate them into class interaction and conversation.

MENTAL MODELS

We live in a dynamic, fast changing world. It is imperative for businesses and individuals to be poised to accept and often implement change. We can only manage change effectively by being open-minded toward it. During this course we will examine our views of the world--mental models or paradigms--and understand them. This also supports challenging the paradigms of all other individuals in the classroom, as well as your own.

DEFECT PREVENTION

Many quality initiatives focus on defect detection versus prevention. Tests and exams are traditional educational tools to detect mistakes students make. Unfortunately, tests do not prevent errors as effectively as other learning tools. You will determine how you are evaluated. Creatively showcase your knowledge!

TEAM LEARNING

Teamwork is fundamental to quality processes and systems thinking. We will learn to share creative tension, think collectively, and learn together. We will accomplish this through team activities in class, as well as a team project.

SYSTEMS THINKING

Throughout this class we will understand how our actions shape reality. We will view wholes and focus on interrelationships and patterns within them. We will understand feedback. We will learn to think in circles instead of lines and appreciate the complexity of systems.

Appendix E

BMG 140-02
Introduction to Business
Fall, 1994
Tuesday & Thursday, LA 236

Laura Bierema
LA 230-M
973-3571

Office Hours:
T 12:25-2:30 PM
R 12:25-3:30 PM
By Appointment

Purpose of Course

Provide an overview of Business. Enhance understanding of the management and organization of a business. Identify the value of human resources in business. Understand the marketing function in business. Gain familiarity with management information systems, financing and the international business environment. Recognize, practice and create innovative business practices. Understand how to design and present a business plan.

Required Text

Pride, W. M., Hughes, R. J., & Kapoor, J. R. (1993). *Business* (4th Ed.). Boston: Houghton Mifflin Company.

Course Opportunities

Course Opportunity:	Points
Participation	20
Reflection Papers-R.P. (3 x 10)	30
Networking Project-N.P.	30
Team Presentation	20
Team Project (written)	20
Exams 3 x 10	30
TOTAL	**150**

Description of Course Opportunities

Participation. Your participation is imperative to the learning of everyone in the class. Components include attendance at all classes and active participation in class and team activities. Each class will begin with a conversation about relevant business issues in the news. You are expected to review and present at least one news article or issue during the term.

Reflection Papers. Your reactions, ideas, and opinions are valuable and important as you explore business concepts. To that end, write three papers of any length capturing *your* reactions to topics covered in class. Papers should include a brief summary of what you are talking about. The primary focus should be on what you learned, how it applies to business and/or your experience, and your opinion. All papers must be typed. Unlimited rewrites are accepted. Ideas:

- News Items
- Business Ideas
- Critiques of Class
- Discussion of Issues
- Personal Reflections
- Book Review
- Journal Entries
- Etceteras!!!!!

Networking Project. Building relationships and making business contacts is critical in today's professional world. This project involves participating in a business activity in the community and writing a paper on the experience. Ideas include attending a professional association meeting, attending the Ann Arbor Chamber of Commerce Business and Technology Expo, professional training and development, information interviewing etc. Ideas:

Chamber of Commerce Events
American Society for Quality Control
Training Seminars (Career Track)
Sunday Business Section of lists business events
WCC Business & Industry Center offerings
Others. . .

Team Project and Presentation. You will join a team at the beginning of the term. The team will work on a business project. You and your team will present your project to the class. It is required that all team members participate in the presentation. Creativity is key here. Use your imagination to design a presentation that shares your work *and* involves your classmates in the process. Ideas:

Business Plan
Research Paper
Legal Issues
Marketing Strategy
International Business Issue
Business Book Reviews
Case Study of a Business
Total Quality Management
Diversity
Others. . .

Exams. Three exams are scheduled to give you an opportunity to showcase your knowledge. Exams will be team-based.

Grading Scale

Grade	Points
A	150-135
B	134-120
C	119-105
D	104-90
F	89 ↓

Feedback

Your feedback is important and will be sought on a regular basis. In the spirit of total quality, every effort will be made to deliver a quality product to you, the customer in this process. By providing feedback through the folder feedback process, you will facilitate this activity.

BMG 140: Course Outline

#	DAY	DATE	ch	TOPIC	DUE	COMMENTS
1	T	8-30-94		Introduction		Course Overview
2	R	9-1-94	24 1	**Section 1: American Business Today:** Foundations of Bus.		
3	T	9-6-94	2	Ethics/Social Responsibility		Team Selection
4	R	9-8-94	3	Forms of Business Ownership		
5	T	9-13-94	4	Small Business, Franchise, Entrepreneurship		
6	R	9-15-94	4	Small Business, Franchise, Entrepreneurship		
7	T	9-20-94	5	**Section 2: Management and Organization:** Management		
8	R	9-22-94	6	Creating the Organization		
9	T	9-27-94	7	Operations Management		
10	R	9-29-94	7	Operations Management		
11	T	10-4-94		*EXAM #1*	*Exam*	
12	R	10-6-94	8	**Section 3: Human Resources:** People and Motivation	R.P.	
13	T	10-11-94	9	Human Resources Management		
14	R	10-13-94	10	Union-Management Relations		
15	T	10-18-94	11	**Section 4: Marketing:** Overview		
16	R	10-20-94	12	Product and Price		
17	T	10-25-94	13	Wholesaling, Retailing, Physical Distribution		
18	R	10-27-94	14	Promotion		
19	T	11-1-94		*EXAM #2*	*Exam*	
20	R	11-3-94		*Your prime time to work on team projects!*		Team Work Day
21	T	11-8-94	15	**Section 5: Information for Business:** MIS & Computers	R.P.	
22	R	11-10-94	16	Accounting		
23	T	11-15-94	17	**Section 6: Finance/Investment:** Money, Banking, Credit		
24	R	11-17-94	18 19	Financial Management Securities Markets		
25	T	11-22-94		*Your opportunity to catch-up on reading and team projects!!*		No class! Faculty inservice
26	R	11-24-94		**HAPPY TURKEY DAY!!!!!!**		No class! Thanksgiving
27	T	11-29-94	20 21	Risk Management & Insurance Business Law, Govt. Assit.		
28	R	12-1-94	22	Taxation, Regulation	N.P.	
29	T	12-6-94	23	International Business	R.P.	
30	R	12-8-94		*EXAM #3*	*Exam*	
31	T	12-13-94		Team Presentations		
32	R	12-15-94		Team Presentations		

Appendix F

Thursday BMG 140 POP! (Purpose, Outcomes, & Plan)

Meeting Title:	**TQM: Total Quality Management**
Date:	Thursday October 13, 1994
Time:	8:00-9:25 AM
Place:	LA 236
Purpose:	nderstand the process to TQM in business and how to begin applying it to ourself, teams, and organizations.
Outcomes:	1. Define quality 2. Compare and contrast the quality gurus 3. Review tools of quality 4. Critique the class from a quality perspective
Meeting Method:	Team process, conversation, consensus
Attendees:	BMG 140 Class Members
ROLES:	**Facilitator:** Laura Bierema **Co-Facilitators:** All **Time Keeper:** TBD
For Next Time:	Chapter 11

	Plan
8:00	**Check-in** *Goal: To say hello to your colleagues and teammates, share concerns, and talk about current events and issues relevant to the course.* *Review/modify ground rules and agenda.* *Activity: Triads. Define quality. Share*
8:15	**Quality Lecture** *Goal: To introduce the fundamentals of TQM* *Activity: Teams compare and contrast the quality gurus.*
8:45	**Tools of TQM** *Goal: To introduce and apply TQM tools* *Activity: Teams practice the tools on work or team problems.*
9:05	**Critique of BMG 140 Based on TQM Principles** *Goal: To "take the pulse" of how we're doing from a quality framework* *Activity: Teams will critique the class against TQM principles and prepare a written feedback sheet as well as a verbal synopsis of observations.*
9:20	**Check-out/ Feedback** *Goal: Share closing thoughts and comments/Goal: In the spirit of continuous quality improvement this is your opportunity to provide feedback on the course content and facilitation.*
9:25	**Adjourn**

Appendix G

Introduction to Business
Opportunity to Showcase your Knowledge, #2

Format of Exercise:

1. Work in your teams (5 teams)
2. Open book and materials (covered in class).
3. Covering chapters 8-14 & class activities.
4. *Craft* an answer that demonstrates and showcases your learning and knowledge.
5. Involve ALL team members in a creative presentation of your answer that engages the class. Visual "props" are *strongly* encouraged.
6. You will be provided with a written critique and grade by the end of class. Grades will be based on:
   a. Process
   b. Creativity
   c. Content
   d. Engagement of Class
   e. Platform/Presentation Skills
7. Non-presenting teams should develop questions pertaining to the presenting teams answer.

Questions:

1. Give an overview of motivational theory. What is your advice to the manager who is trying to motivate employees?
2. You have been asked to provide an overview of total quality management (TQM) to management. You must cover overall philosophy, gurus, tools, and benefits so your organization can make an informed decision about whether or not to implement TQM.
3. You are considering a career in marketing. Provide an overview of the process so you can make an informed decision about the major functions of marketing, careers, and concepts that characterize it.
4. Describe the role of human resources management (HRM) in business. Why do organizations have human resources professionals/departments? What are the challenges this function deals with?
5. Why do employees join unions? Describe the process of forming an union. What is the role of the NLRB in this process?

Feedback Team Signatures:

Criteria	Possible Points	Actual Points
Process	2	
Creativity	2	
Content	2	
Engagement of Class	2	
Platform/Presentation Skills	2	
TOTAL	10	

Comments

<u>Opportunities for Improvement</u>

<u>Strengths</u>

Instructor _____ Date _____

Appendix H

Ground Rules

Think Critically
Be on time and prepared for class
Challenge ideas instead of people
Support a safe environment to explore and share
Reinforce each others' sense of self-esteem
Enjoy!
Listen Respectfully
STOP ACTION!
The first step is most difficult
Learn from one another
Dare to be creative and take risks
Uphold and demand high standards of quality
Strive for continuous improvement
Identify and understand assumptions of yourself and colleagues

This is what learning is. You suddenly understand something you've understood all your life, but in a new way. -DORIS LESSING, The Four-Gated City (1969)

Too much rigidity on the part of teachers should be followed by a brisk spirit of insubordination on the part of the taught. - AGNES REPPLIERK Points of View (1891)

It is the function of a liberal university not to give right answers but to ask right questions. -CYNTHIA OZICK, "Women and creativity", Motive (1969)

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